

Lesson plan:

Topic:

Tolerance and Difference

Key Learning Area:

English: Literacy
General Capabilities

Curriculum Links:

General Capabilities:
"Reflecting on intercultural experiences and taking responsibility"

Grade Level:

Kindergarten – Year 1

Lesson objectives:

1. Encourage acceptance of disability and diversity
2. Understanding differences and similarities between others

Resources:

- Book: All the Better to See You With (Margaret Wild)
- Art supplies, paper, paint, blindfolds, sand, PVA glue, shaving foam, food colouring, glitter.

Learning activities / process:

Opening – Introduction (15 minutes):

Shared Reading:

All the Better to See You With (Margaret Wild)
"An especially warm hearted, well-fashioned story about getting glasses. Kate is the only quiet child in her rambunctious family of five kids, but she still gets quality time--especially with her mother in a special game: a benign version of Red Riding Hood's exchange with the wolf ("What a big, smiley mouth..." "All the better to kiss you with..."). Kate gets along, never knowing that the fuzzy images she sees are unusual, till one day at the beach when she can't find her nearby family. Her parents promptly take action, and Kate is delighted with her new glasses. Reynolds's attractive watercolour illustrations include several blurred scenes, without the defining black lines she uses elsewhere, to show how things look to Kate"

Note: Not all children with a vision impairment can have their vision corrected with glasses

Prompt questions:

- Did you notice the pictures were a bit blurry at the start of the book?
- Do you know anyone who wears glasses?
- If you couldn't see very well, how would you know if you were lost? How could you find your family?
- How do we keep our eyes healthy?
- Foods and protective measures.
- Have you ever been to an optometrist before to have your vision checked?



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- Could also discuss the different jobs people do
- Could discuss healthy foods and how they help our body (e.g. Oranges = Vitamin C, etc.)

Sensory Art Experience (30 minutes):

Set up art stations:

- Shaving foam/ PVA glue/ food colouring (could also add glitter) and black and white paper.
** Children can paint with hands or brushes (depending whether or not they are tactile defensive).
- Sand, PVA glue, paints.
** Children can paint a tactile picture with sandy paint.
- Finger painting/ painting with a blindfold or eyes closed.
** As children to paint something with their eyes closed or blindfolded.
** They could also finger paint with the tactile paints described above to give them the tactile feedback*
- If possible, have some braille/ tactile stories so that children can experience how people who are blind and vision impaired learn at school.

Prompt Questions:

- What does that feel like?
- What is it like to paint without seeing?
What are you painting? How do you know where you've already painted?

Closing – review (5 minutes):

Discussion:

Discuss the children's experiences. Consolidate knowledge re: Vision impairment – optometrist.

Assessment Opportunities:

Record children participating. Take photos and record the children's dialogue.

Record comments or observations.

Further Exploration:

- Healthy Foods
- Different jobs people do
- Different disabilities and how people learn



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